

VISIT...

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Tutor Teaching Tips

Lesson 43: Short ea Digraph • Part 1

MATERIALS

Letter page

Introducing Short ea Digraph



10–15 minutes

Point to the picture on the letter page and read the word under it. Ask the child what vowel sound he/she hears in the word *bread* (short *e*). Remind the child that in the last lesson he/she learned that the *ea* digraph could stand for the long *e* sound, such as in the word *eat*. Point out the *ea* digraph can also stand for the short *e* sound. Have the child read the words at the bottom of the page with you. Ask the child to point to the letters that stand for the short *e* sound in each of the words. Tell the child that when he/she comes to a word he/she doesn't know that has the *ea* digraph, he/she should think about what word would make sense in the sentence, and use this to help him/her decide whether the vowel has a long or short sound.

Word cards

Have the child sort the word cards according the long or short *ea* digraphs.

Blend Words



5–8 minutes

Letter cards:
s, p, r, e, a, d, t,
h, l; Workmat

Give the child the letter cards *s, p, r, e, a,* and *d,* and have the child make the word *spread* in the row of six boxes as he/she pushes the letters into the boxes while saying the sounds. Remind the child that two letters make the short *e* sound in the word. Say the word *thread* and ask the child what letters he/she needs to replace on the workmat to make the word *thread*. Then repeat with the words *read* and *lead*. Point out to the child that the words *read* and *lead* can also be pronounced with a long *e* sound. Remind the child that the meaning of the sentence will help him/her know whether the word should be pronounced /led/ or /lēd/.

Game cards;
Game board;
Markers

Place the cards in stack. Have the child draw a card and read the word. If the word is read correctly, the child can move the number of spaces along the game board indicated on the card.

Teach High-Frequency and Story Words



5–8 minutes

Flash cards:
yellow

Read the new high-frequency word to the child as you hold up the flash card. Have the child look at the card and repeat the word. Then spell it out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger.

Flash cards:
breakfast,
hooray, short,
word

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card and use it in a sentence. Point out that the word *breakfast* has a short *ea* digraph. Point out that the word *short* starts with the consonant digraph *sh*.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 43: Short ea Digraph • Part 2

MATERIALS

Letter page

Letter cards:
b, r, e, a, t, h, w,
l, d; Workmat

Flash cards

Practice sheet

Decodable book:
*Bread for
Breakfast*

Decodable book;
Take-home
practice sheet

Game cards;
Game board;
Markers

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the short *ea* digraph.

Say the word *breath* and ask the child how many sounds he/she hears (4). Tell the child that he/she will need six letters to spell the four sounds. Ask the child what letters he/she needs to spell the sounds /b/ and /r/ at the beginning of the word. Then ask what two letters he/she needs to spell /e/, and finally ask the child what two letters he/she needs to spell /th/. Have the child push the letters into the boxes as he/she says the sounds. Repeat with the words *wealth* and *bread*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Have the child sound out each word as he/she runs his/her finger under the letters in each word. Point out the endings on the words *feather*, *leather*, *weather*, and *sweater*. Cover the *-er* if necessary and have the child read the root word first.

Have the child sound out the review words in row 2. Point out the consonant digraphs *wh*, *th*, and *ng*, in the words.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words. If he/she has difficulty sounding out a word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to list some of the things that the children liked.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

Short ea Digraph



bread

sweat health breath ready

reach

teach

flea

sneak

head

thread

dead

breath



s	p	r	e	a
d	t	h	l	b
e	d	w		

bread

2

head

2

heavy

4

steady

4

spread

3

thread

4

tread

4

health

5

wealth

5

death

3

feather

5

sweat

1

breath

2

ready

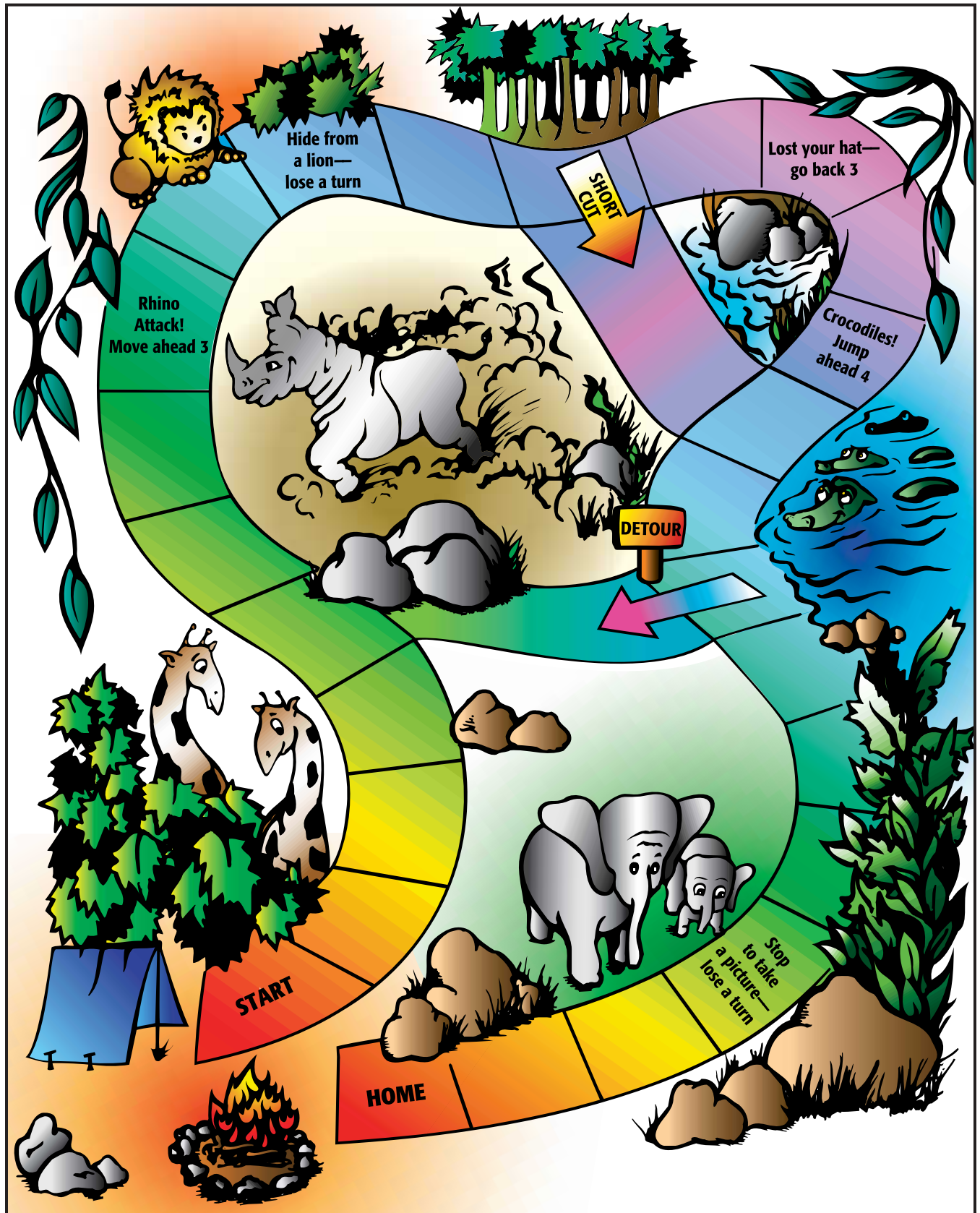
3

dead

1

sweater

5



yellow

breakfast

short

word

hooray

there

every

day

they

all

over

our

play

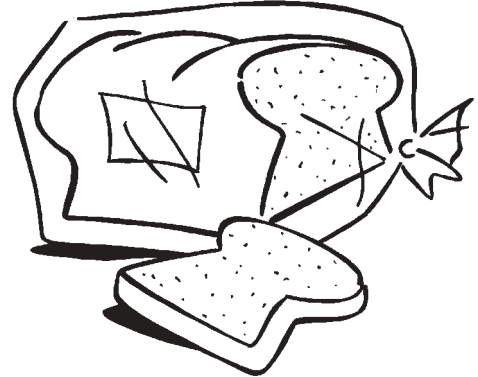
their

good

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	thread • bread • weather feather • sweater • leather breath • head • dread
2 Reviewed words	ring • thing • these • while • when with • Beth • think
3 New h-f words	like • play • her • love • they have • I • yellow
4 Reviewed h-f words	there • every • they • over • our their • good • day • all • our • play
5 Phrases	feather sweater leather thread spread the bread
6 Sentences	We eat bread for breakfast. I have a feather sweater.

INSTRUCTIONS: Have the child complete the rhyme with words that contain the short ea digraph.



1. The man's face was red
when he bumped his _____.
2. "In the pan," she said,
"you will see fresh _____."
3. In the breezy weather,
I see a fuzzy _____.
4. The girl sat on the bed,
and said it felt like _____.
5. In any kind of weather,
I like to wear black _____.

bread

lead

feather

head

leather